

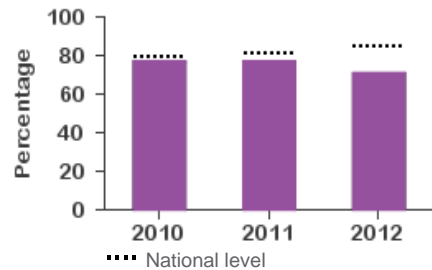
Wimborne Junior School (URN: 116217, DfE No.: 8512705) - Key Stage 2

How are pupils doing in exams? (Attainment)

English

In 2012, 71% of pupils attained Level 4 or above in the Key Stage 2 English (overall) test and assessment. Data for 2012 are not comparable to previous years due to changes in methodology.

Percentage of pupils who attained Level 4 or above in the Key Stage 2 English (overall) test and assessment



In 2012, the school's result was in the bottom 20% of similar schools' results, and in the bottom 20% of all schools.

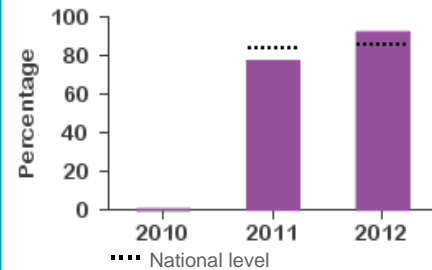
Comparison with other schools

Similar schools		All schools	
Highest		Highest	
2nd quintile		2nd quintile	
3rd quintile		3rd quintile	
4th quintile		4th quintile	
Lowest		Lowest	

Reading

In 2012, 92% of pupils attained Level 4 or above in the Key Stage 2 reading test. This is an increase of 15 percentage points since 2011.

Percentage of pupils who attained Level 4 or above in the Key Stage 2 reading test



In 2012, the school's result was in the top 40% of similar schools' results, and in the middle 20% of all schools.

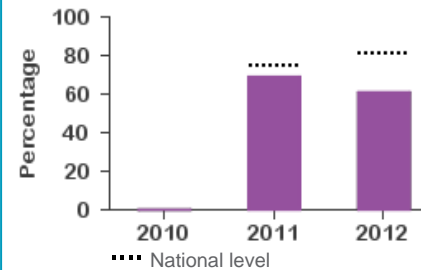
Comparison with other schools

Similar schools		All schools	
Highest		Highest	
2nd quintile		2nd quintile	
3rd quintile		3rd quintile	
4th quintile		4th quintile	
Lowest		Lowest	

Writing

In 2012, 61% of pupils attained Level 4 or above in the Key Stage 2 writing assessment. Data for 2012 are not comparable to previous years due to changes in methodology.

Percentage of pupils who attained Level 4 or above in the Key Stage 2 writing assessment



In 2012, the school's result was in the bottom 20% of similar schools' results, and in the bottom 20% of all schools.

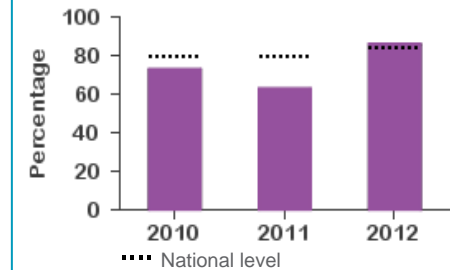
Comparison with other schools

Similar schools		All schools	
Highest		Highest	
2nd quintile		2nd quintile	
3rd quintile		3rd quintile	
4th quintile		4th quintile	
Lowest		Lowest	

Mathematics

In 2012, 86% of pupils attained Level 4 or above in the Key Stage 2 mathematics test. This is an increase of 23 percentage points since 2011.

Percentage of pupils who attained Level 4 or above in the Key Stage 2 mathematics test



In 2012, the school's result was in the middle 20% of similar schools' results, and in the middle 20% of all schools.

Comparison with other schools

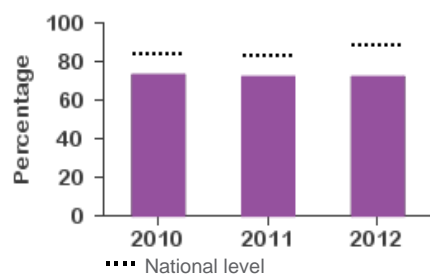
Similar schools		All schools	
Highest		Highest	
2nd quintile		2nd quintile	
3rd quintile		3rd quintile	
4th quintile		4th quintile	
Lowest		Lowest	

Are pupils making progress?

English

In 2012, 72% of pupils achieved expected progress in English. Data for 2012 are not comparable to previous years due to changes in methodology.

Percentage of pupils who achieved expected progress in English



In 2012, the school's result was in the bottom 20% of similar schools' results, and in the bottom 20% of all schools.

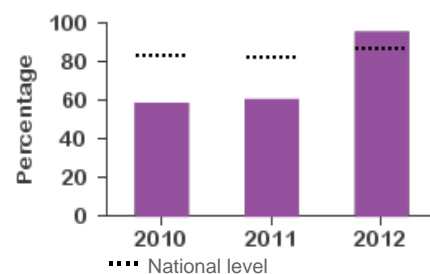
Comparison with other schools

Similar schools		All schools	
Highest		Highest	
2nd quintile		2nd quintile	
3rd quintile		3rd quintile	
4th quintile		4th quintile	
Lowest	■	Lowest	■

Mathematics

In 2012, 95% of pupils achieved expected progress in mathematics. This is an increase of 35 percentage points since 2011.

Percentage of pupils who achieved expected progress in mathematics



In 2012, the school's result was in the top 20% of similar schools' results, and in the top 40% of all schools.

Comparison with other schools

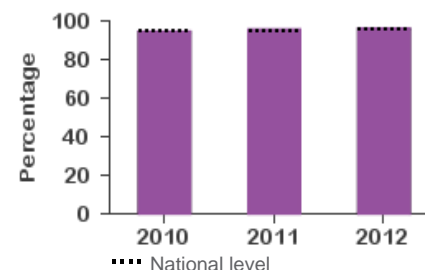
Similar schools		All schools	
Highest	■	Highest	
2nd quintile		2nd quintile	■
3rd quintile		3rd quintile	
4th quintile		4th quintile	
Lowest		Lowest	

How good is attendance?

Overall attendance

In 2012, the attendance rate at this school was 96.1%. The attendance rate has increased by 0.5 percentage points since 2011. The attendance rate is in the top 40% of all schools.

Level of attendance at this school



Comparison with other schools

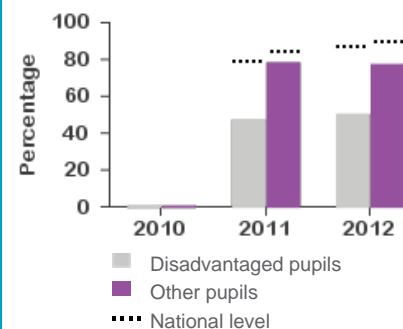
All schools	
Highest	
2nd quintile	■
3rd quintile	
4th quintile	
Lowest	

Closing the gap between disadvantaged and other pupils

English expected progress

In 2012, 50% of disadvantaged pupils achieved expected progress, while 77% of other pupils achieved expected progress.

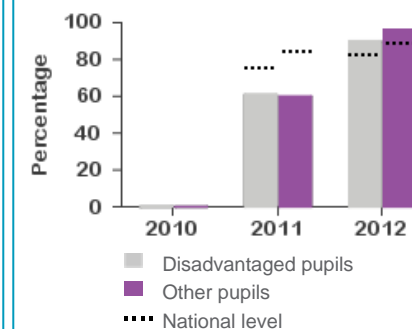
Percentage of pupils who achieved expected progress



Mathematics expected progress

In 2012, 90% of disadvantaged pupils achieved expected progress, while 96% of other pupils achieved expected progress.

Percentage of pupils who achieved expected progress



Wimborne Junior School (URN: 116217, DfE No.: 8512705) - Key Stage 2

Context

Contextual data are provided at school level and at year group level for those pupils reflected in the dashboard measures. Quintiles are provided for the latest year of data to enable users to view the school's position when compared nationally. The data presented in this section are taken from the January Schools Census.

2010 2011 2012

Comparing your school to the national picture in 2012

Number of pupils

School (All pupils)	306	301	300
National average	241	245	251
Year 6 pupils (KS2)	83	84	60

Lowest	4th quintile	3rd quintile	2nd quintile	Highest
3 - 129	130 - 204	205 - 252	253 - 367	368 - 1064

% of girls

School (all pupils)	45.8	45.5	50.0
National average	48.9	49.0	49.0
Year 6 pupils (KS2)	49.4	40.5	51.7

Lowest	4th quintile	3rd quintile	2nd quintile	Highest
0.0 - 46.0	46.1 - 48.1	48.2 - 49.9	50.0 - 52.0	52.1 - 100.0

% of pupils eligible for Free School Meals (FSM) *please see note

School (all pupils)	19.9	16.9	26.7
National average	18.5	19.2	26.2
Year 6 pupils (KS2)	25.3	20.2	18.3

Lowest	4th quintile	3rd quintile	2nd quintile	Highest
0.0 - 8.8	8.9 - 15.0	15.1 - 24.8	24.9 - 40.9	41.0 - 98.5

*FSM data for 2010 and 2011 and not comparable to data for 2012 due to a change in methodology. See help for further information.

% of pupils supported by school action plus or with a statement of SEN

School (all pupils)	-	4.0	4.3
National average	-	8.0	7.9
Year 6 pupils (KS2)	-	20.2	23.3

Lowest	4th quintile	3rd quintile	2nd quintile	Highest
0.0 - 4.0	4.1 - 6.0	6.1 - 8.2	8.3 - 11.4	11.5 - 41.0

SEN year group data includes school action, school action plus and statement of SEN. These data are not comparable to the school or national level data as they do not include school action pupils.

Data notes: (1) - indicates data are not available. (2) The letters 'SUPP' indicate that data have been suppressed (see [FAQs](#)).

Explanatory notes

Data stage

Data will be published as unvalidated, validated and final. A footnote on the dashboard is used to specify which data are contained in the PDF.

Missing data

There are three explanations for why data are missing from the dashboard:

- Data are not available.
- Data are zero.
- Data have been suppressed due to small pupil numbers.

Information on the reasons behind missing data may be found later in this document or in the interactive version of the report where it can be accessed via the question mark symbol (?)

National levels

The national level for the attainment and closing the gap sections includes maintained state nursery, primary, middle and secondary schools (including academies), along with city technology colleges and special schools. The national level for attendance includes state nursery, primary, middle and secondary schools (including academies) and city technology colleges, but special schools are excluded.

Quintiles

Quintiles are used to split a dataset into five groups each representing 20% of the data. For the "all schools" measure the quintiles are constructed using by ranking the results across all schools. For the "similar schools" measure the quintiles are constructed by ranking the unique results within the grouping. The groups are not necessarily evenly split as there may be several identical scores in the dataset and these would be placed in the same quintile. The "all schools" measure allows the user to view where, amongst all the maintained schools in England that offer the key stage of interest, the school of interest is ranked. The relative position of the school can be viewed as its quintile position, for example, schools in the "middle 20%" are performing around average. The "similar schools" measure shows the user where, amongst the results of the schools in the group, the result of the school is ranked. For a more detailed breakdown of these measures please see the guidance document.

All schools

The "all schools" measure allows the user to view where the school of interest is ranked, compared with all the maintained schools in England that offer the key stage of interest. The relative position of the school can be viewed as its quintile position, for example, schools in the "middle 20%" are performing around average. For a more detailed breakdown of this measure please see the guidance document.

Similar schools

The "similar schools" measure groups schools together using their prior attainment score for the cohort. Each school has its own group, which includes the schools that are most similar to the school of interest in terms of their prior attainment score. For the Key Stage 4 cohort, their Key Stage 2 average prior attainment score is used; for the Key Stage 2 cohort, their Key Stage 1 average prior attainment score is used to group the schools. There is no similar school comparison for Key Stage 1 data.

Attainment

Key Stage 2 attainment measures are presented as the percentage of pupils achieving National Curriculum Level 4 or above in English, reading, writing and mathematics. It is expected that pupils will reach at least Level 4 by the end of Key Stage 2. Reading and writing were both introduced as standalone units in 2011, thus data for 2010 do not exist. In addition to this, changes to the methodology underlying the overall English measure mean that data for 2012 are not comparable to prior years.

Expected progress

Expected progress refers to the percentage of pupils progressing through two National Curriculum levels between the end of Key Stage 1 and the end of Key Stage 2, with data presented for English and mathematics. In 2011, the measure of expected progress was changed to include teacher assessments where no appropriate test data are available. In addition, expected progress in English for 2012 is not comparable to prior years due to methodological changes to the calculation of English.

Attendance

Attendance data relate to the percentage of sessions (mornings and afternoons are classified as sessions) attended by the whole school, not just the key stage. Attendance is calculated as (100% - percentage of overall absence).

Closing the gap

Closing the gap measures compare the gap between the performance of pupils in the disadvantaged pupil category and those in the other pupil category. Disadvantaged pupils are those pupils who were eligible for free school meals at any point during the last six years and children looked after (for example, in the continuous care of the local authority for at least six months). Data for 2010 are not available, as the measure did not exist, while data for 2011 have been recalculated in line with the definition. Methodological changes to the calculation of English mean that data presented for the related closing the gap measures of attainment and expected progress for 2012 cannot be compared with prior years.